



MORGAN HILL UNIFIED SCHOOL DISTRICT

SPECIAL EDUCATION / SPECIAL SERVICES
DEPARTMENT
15600 CONCORD CIRCLE, MORGAN HILL, CA 95037
(408) 201-6040

CONFIDENTIAL

Confidential Psychoeducational Assessment Report

NAME: Renee Apelo	PRESENT PLACEMENT: Special Ed SDC
GENDER: Female	DATE OF REPORT: 10/03/2018
PRIMARY LANGUAGE: English	SCHOOL: Central High Continuation School
GRADE: 12 th grade/Transition	SCHOOL PSYCHOLOGIST: Adriana San Millan, Bilingual School Psychologist
BIRTHDATE: 01/18/1997	

Renee was assessed in her primary language. The assessment is considered valid by this examiner. Environmental, cultural and/or, economic factors do not appear to have a negative impact on his school functioning.

The current evaluation follows the criteria for a comprehensive evaluation as stated in California Education Code 56320. Additionally, all elements pursuant to Education Code 56327 can be found in the current report.

EVALUATION PROCEDURES:

In order to comply with Education Code 56320, the following was considered regarding the procedures and materials used during the present evaluation: This evaluation was conducted by qualified personnel. The pupil was assessed in areas related to the suspected disability. The assessment materials were selected as not to be racially, sexually, or culturally discriminatory. They were administered in the student's primary language or with the use of an interpreter and in accordance with the instructions provided by the producer of each test. They have been validated for the specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient. The assessment results provided accurately reflect the student's aptitude, achievement level, or any other factors the test purports to measure and not the pupil's impaired sensory, manual, or speaking skills. ***The following assessment procedures are for the purpose of determining eligibility under the California Educational Code not for diagnosing a student with a medical condition and/ or disorder.***

REASON FOR REFERRAL:

Renee was referred for an assessment as part of a comprehensive triennial evaluation. The purpose of this assessment was to determine areas of strengths and weaknesses related to the referral concerns, achievement, performance, or both, relative to Renee's age, intellectual development, and/or California state grade level standards. This information will also be used to provide information useful in further educational planning. Renee a 21 year, 8 month old female enrolled at Central Continuation High School.

VALIDITY STATEMENT:

This evaluation is designed to assist the IEP team in determining whether Renee demonstrates a disability as defined by the California Code of Regulations, Title 5, Section 3030, and if, by reason of this disability, Renee needs special education and related services. Assessment materials and procedures were selected so as not to be racially, culturally and sexually discriminatory. Instruments used were technically sound. Tests and assessment materials were used for purposes for which they are reliable and valid and were administered by qualified personnel in accordance with standardization procedures. Evaluation data were not primarily influenced by limited or non-English speaking status, by lack of appropriate instruction, or by limited school experience or poor school attendance.

HEARING AND VISION:

Please refer to most recent IEP for hearing and vision screening results.

ASSESSMENT TOOLS USED:

- Test of Auditory Processing Skills, Third Edition (TAPS-3)
- Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)
- Wechsler Individual Achievement Test, Third Edition (WIAT-3)
- Record Review
- Health and Developmental History
- Observations/Interviews

OBSERVATIONS AND INTERVIEW:

During the assessment session, Renee appeared to understand the directions given to her and put forth effort into the tasks presented. During testing rapport was established and maintained. Renee reported that this is her fourth year post secondary.

Renee was observed in the classroom. When she walked into the classroom. She did not sit down, but interacted with the teacher asking for a pencil. She said that she would sharpen it and apologized for the noise. She was respectful and did her work quietly.

BACKGROUND HISTORY:

Review of records indicates that Renee originally entered Special Education on 01/26/2001. She has a current IEP with a primary area of eligibility of Autism (AUT). According to her IEP, Renee's diagnosis of autism, and symptoms related to it (e.g. deficits in social skills, communication and difficulty with some transitions) impede her ability to access the curriculum without specialized /individualized instruction complete with appropriate accommodations and modifications.

Renee has goals in the areas of Social Skills, Self Help, Academics (Math/Money Skills), Academics (Written Communication/EL), and Vocational. She receives Specialized Academic Instruction 330 minutes x 5 totaling 1650 minutes served weekly, Language and Speech Services 30 minutes x 1 totaling 30 minutes served weekly, and Other Transition Service 330 minutes x 1 totaling 330 minutes served weekly. She also receives Extended School Year services.

Renee has had work experience in P.A. Walsh Library, St. Vincent de Paul, Morgan Hill Foods, Bargain Hunters Outlet, and Helping Hands. She is primarily independent with dressing toileting, eating, navigating safely as a pedestrian, communicating with text messages/email, utilizing public transit, communicating in writing, advocating for her wants/needs, identifying sarcasm/humor, informing responsible adult/teachers before leaving class/group, and seeking help from teachers and peers when she has a problem.

Records indicate that Renee seems to be in adequate health and there are no known health concerns at this time.

CURRENT TESTING:

COGNITIVE SCORES:

The cross-battery method is based on the Cattell-Horn-Carroll approach. It provides systematic, valid and up-to-date interpretations of assessment batteries. It is based on statistically-sound principles in order to assess the total range of the child's abilities. The cross-battery assessment method averages the different subtests and provides its own average of the standard scores for all areas. The following clusters were used in this assessment:

WECHSLER ADULT INTELLIGENCE TEST, FOURTH EDITION (WAIS-IV):

INTERPRETATION OF WAIS-IV RESULTS

COGNITIVE SCORES:

The cross-battery method is based on the Cattell-Horn-Carroll approach. It provides systematic, valid and up-to-date interpretations of assessment batteries. It is based on statistically-sound principles in order to assess the total range of the child's abilities. The cross-battery assessment method averages the different subtests and provides its own average of the standard scores for all areas. The following clusters were used in this assessment:

Verbal Comprehension

Renee's verbal reasoning abilities as measured by the Verbal Comprehension Index (VCI) are in the low average range and above those of only 16% of her peers (VCI = 85; 95% confidence interval = 80-91). The VCI is designed to measure verbal reasoning and concept formation. Renee performed comparably on the verbal subtests contributing to the VCI, suggesting that the various verbal cognitive

abilities measured by these subtests are similarly developed. Furthermore, she may experience little or no difficulty in keeping up with her peers in situations that require verbal skills.

Perceptual Reasoning

Renee's nonverbal reasoning abilities as measured by the Perceptual Reasoning Index (PRI) are in the low average range and above those of only 12% of her peers (PRI = 82; 95% confidence interval = 77-89). The PRI is designed to measure fluid reasoning in the perceptual domain with tasks that assess nonverbal concept formation, visual perception and organization, visual-motor coordination, learning, and the ability to separate figure and ground in visual stimuli. Renee performed comparably on the perceptual reasoning subtests contributing to the PRI, suggesting that her visual-spatial reasoning and perceptual-organizational skills are similarly developed.

Working Memory

Renee's ability to sustain attention, concentrate, and exert mental control is in the extremely low range. She performed better than approximately 2% of her peers in this area (Working Memory Index [WMI] = 69; 95% confidence interval 64-78).

Renee's abilities to sustain attention, concentrate, and exert mental control are a weakness relative to her verbal reasoning abilities. Renee had difficulty with the two tasks that demand mental control, that is, attending to and holding information in short-term memory while performing some operation or manipulation with it and then correctly producing the transformed information (Digit Span scaled score = 4; Arithmetic scaled score = 5). This area is a normative weakness.

WECHSLER ADULT INTELLIGENCE TEST, FOURTH EDITION (WAIS-IV):

Fluid Reasoning (Gf)

Fluid reasoning is defined as the ability to solve novel problems without relying on previous learning, and involves the ability to perceive relationships among visual elements and recognize patterns. Subtests in this domain required him choose a stimulus to complete a pattern (Matrix Reasoning 6-80 Borderline), and apply concepts such as equality to understand the relationship among objects (Figure Weights 8-90 Average). This fluctuation indicates that her fluid reasoning is a normative weakness.

Visual Processing (Gv)

Visual processing refers to the ability to analyze and synthesize visual stimuli, and to the ability to hold and manipulate mental images. Subtests in this domain required him to reproduce an image using blocks (Block Design- 8-90 Average), to find what was missing in the pictures (Picture completion 2-60 Very Low) and to choose 3 response choices that combine to reproduce a target stimulus (Visual Puzzles 7-85 Low Average). This fluctuation of scores indicates that her visual processing is a normative weakness.

Verbal Comprehension Subtests Summary

Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	SEM
Similarities	18	7	16	6	1.16
Vocabulary	24	7	16	7	0.73
Information	10	8	25	8	0.90
(Comprehension)	13	5	5	5	1.08

Perceptual Reasoning Subtests Summary

Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	SEM
Block Design	36	8	25	8	1.20
Matrix Reasoning	13	6	9	7	1.04
Visual Puzzles	11	7	16	7	0.95
(Figure Weights)	12	8	25	8	1.04
(Picture Completion)	3	2	0.4	2	1.27

Working Memory Subtests Summary

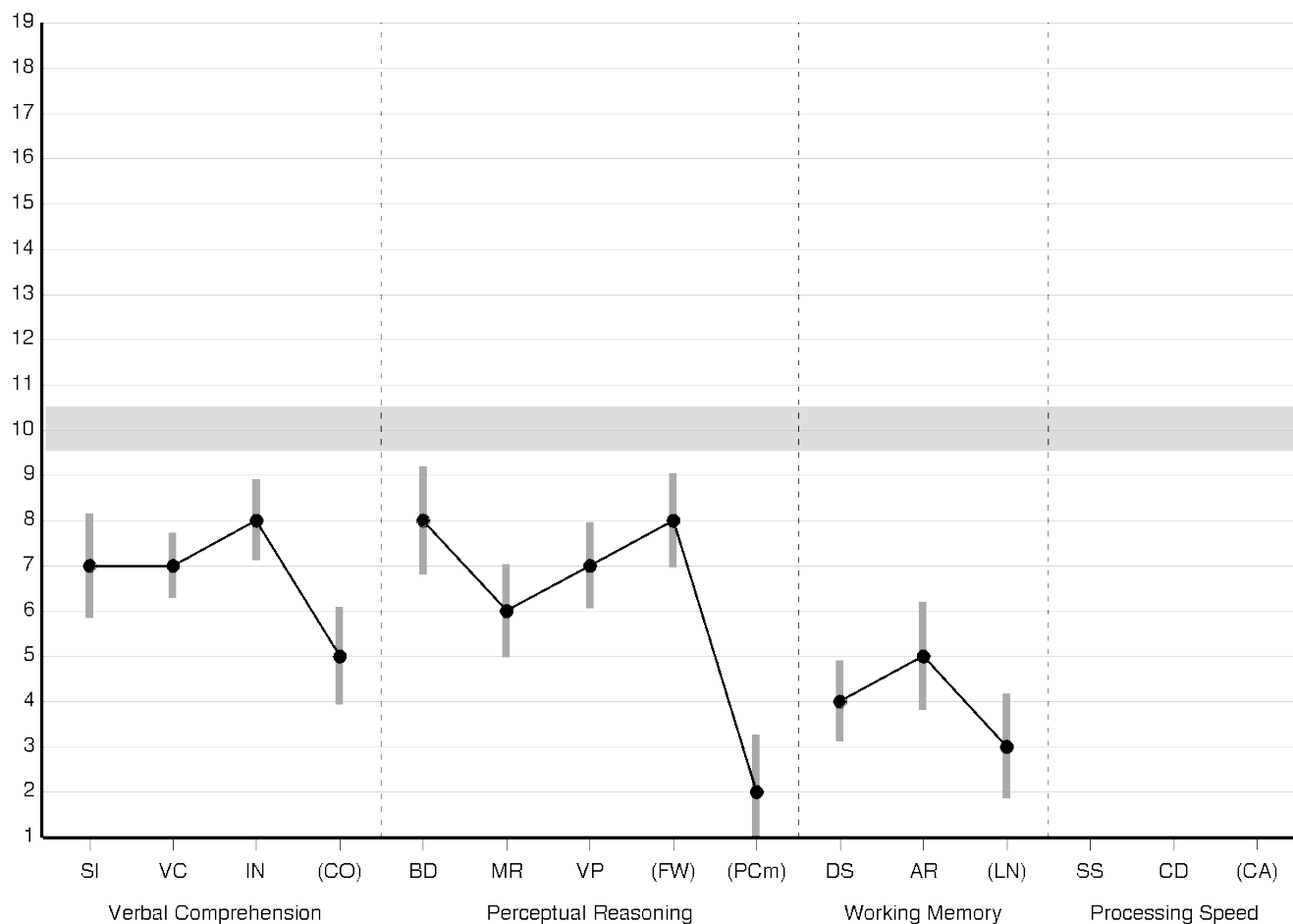
Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	SEM
Digit Span	16	4	2	4	0.90
Arithmetic	8	5	5	5	1.20
(Letter-Number Seq.)	9	3	1	3	1.16

Subtest Level Discrepancy Comparisons

Subtest Comparison	Score 1	Score 2	Difference	Critical Value .05	Significant Difference Y/N	Base Rate
Digit Span - Arithmetic	4	5	-1	2.57	N	42.20

Statistical significance (critical value) at the .05 level.

Subtest Scaled Score Profile



Note. The vertical bars represent the standard error of measurement (*SEM*).

DETERMINING STRENGTHS AND WEAKNESSES

Differences Between Subtest and Overall Mean of Subtest Scores

Subtest	Subtest Scaled Score	Mean Scaled Score	Difference	Critical Value .05	Strength or Weakness	Base Rate
Block Design	8					
Similarities	7					
Digit Span	4					
Matrix Reasoning	6					
Vocabulary	7					
Arithmetic	5					
Visual Puzzles	7					
Information	8					

Overall Mean cannot be reported.

PROCESS ANALYSIS

Perceptual Reasoning Process Score Summary

Process Score	Raw Score	Scaled Score	Percentile Rank	SEM
Block Design No Time Bonus	32	8	25	1.31

Working Memory Process Score Summary

Process Score	Raw Score	Scaled Score	Percentile Rank	Base Rate	SEM
Digit Span Forward	6	4	2	--	1.34
Digit Span Backward	5	6	9	--	1.34
Digit Span Sequencing	5	5	5	--	1.27
Longest Digit Span Forward	4	--	--	98.5	--
Longest Digit Span Backward	3	--	--	99.0	--
Longest Digit Span Sequence	5	--	--	87.5	--
Longest Letter-Number Sequence	3	--	--	99.0	--

Process Level Discrepancy Comparisons

Process Comparison	Score 1	Score 2	Difference	Critical Value .05	Significant Difference Y/N	Base Rate
Block Design - Block Design No Time Bonus	8	8	0	3.08	N	
Digit Span Forward - Digit Span Backward	4	6	-2	3.65	N	31.5
Digit Span Forward - Digit Span Sequencing	4	5	-1	3.60	N	45.2
Digit Span Backward - Digit Span Sequencing	6	5	1	3.56	N	43.0
Longest Digit Span Forward - Longest Digit Span Backward	4	3	1	--	--	83.5
Longest Digit Span Forward - Longest Digit Span Sequence	4	5	-1	--	--	20.0
Longest Digit Span Backward - Longest Digit Span Sequence	3	5	-2	--	--	36.5

Statistical significance (critical value) at the .05 level.

Raw Scores

Subtest	Score Range	Raw Score
Block Design	0-66	36
Similarities	0-36	18
Digit Span	0-48	16
Matrix Reasoning	0-26	13
Vocabulary	0-57	24
Arithmetic	0-22	8
Symbol Search	0-60	
Visual Puzzles	0-26	11
Information	0-26	10
Coding	0-135	
Letter-Number Seq.	0-30	9
Figure Weights	0-27	12
Comprehension	0-36	13
Cancellation	0-72	
Picture Completion	0-24	3

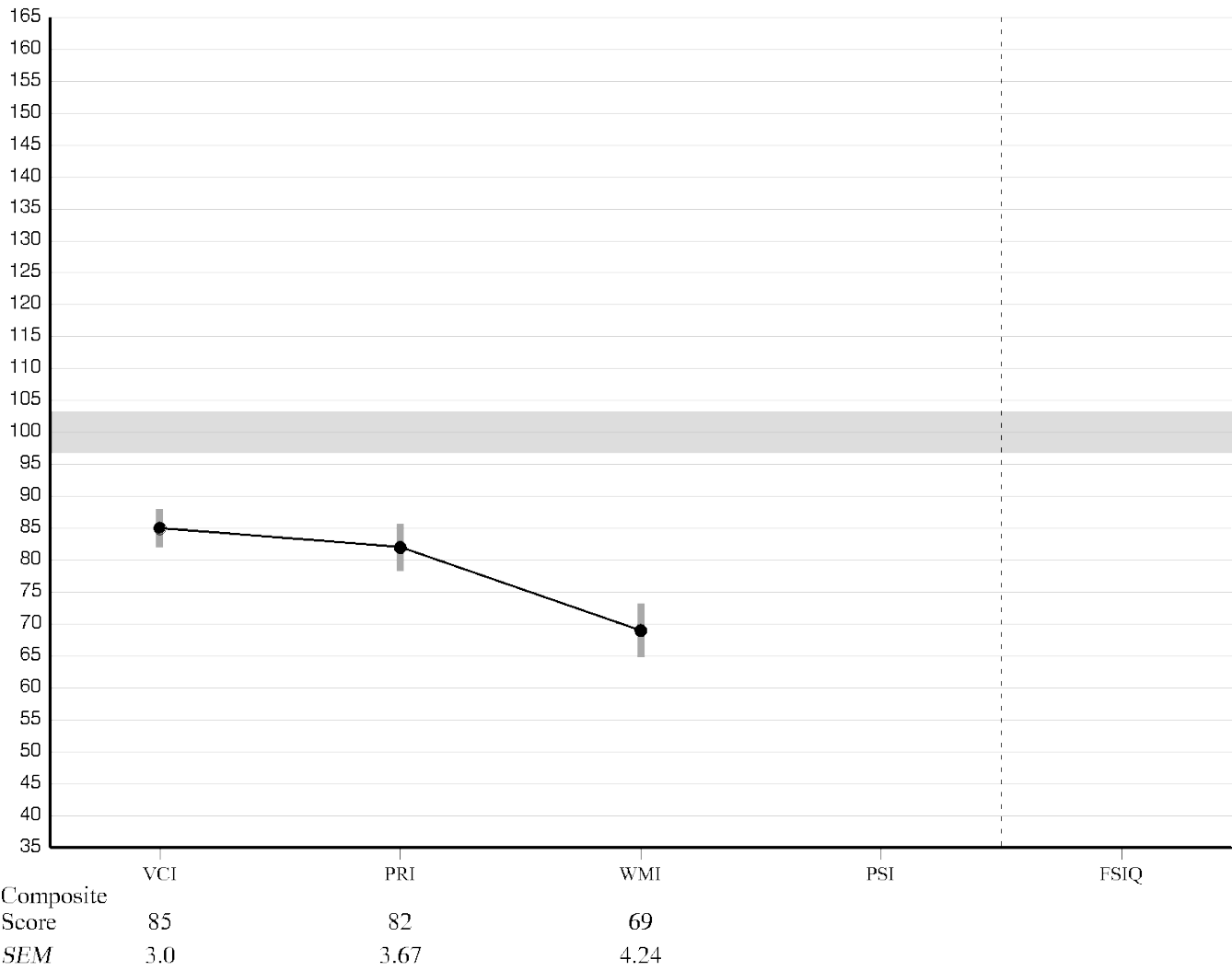
Process	Score Range	Raw Score
Block Design No Time Bonus	0-48	32
Digit Span Forward	0-16	6
Digit Span Backward	0-16	5
Digit Span Sequencing	0-16	5
Longest Digit Span Forward	0, 2-9	4
Longest Digit Span Backward	0, 2-8	3
Longest Digit Span Sequence	0, 2-9	5
Longest Letter-Number Seq.	0, 2-8	3

Composite Score Summary

Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Conf. Interval	Qualitative Description
Verbal Comprehension	22	VCI 85	16	80-91	Low Average
Perceptual Reasoning	21	PRI 82	12	77-89	Low Average
Working Memory	9	WMI 69	2	64-78	Extremely Low

Confidence Intervals are based on the Overall Average SEMs.

Composite Score Profile



TEST OF AUDITORY PROCESING SKILLS-THIRD EDITION (TAPS-3):

Central auditory processing is the efficiency and effectiveness in which the central nervous system utilizes auditory information. Processing of auditory information relies on the interaction of higher-order cognitive factors with lower-order neurological and/or sensory mechanisms (Bellis, 2002).

The test of Auditory Perceptual Skills – 3rd Edition (TAPS-3) is a diagnostic test of auditory sequential memory, verbal processing and attention. While not measuring hearing, the TAPS-3 serves to measure how well an individual can remember and understand heard information. It consists of a number of subtests that investigate memory and sequencing retention in terms of words, numbers, and directions. The purpose of the TAPS-3 is to identify auditory-perceptual difficulties that can interfere with learning; essentially, this test measures what an individual does with information they hear.

The Basic Phonological Skills measures basic phonological awareness. It should be noted that phonological or phonemic awareness is an early literacy skill describing the learned concept that words are made up of separate sounds which requires direct instruction and must be explicitly taught. This skill is purely at the sound level and does not incorporate the written symbol or letter.

Auditory processing is the ability to perceive, analyze and synthesize patterns among auditory stimuli, and to discriminate subtle nuances in patterns of sound and speech when presented under distorted conditions. The cross-battery approach was used.

Subtest	Score	Range
Word Discrimination	60	Very Low
Phonological Blending	60	Very Low

The auditory processing abilities were measured by using the following subtests from The Test of Auditory Processing Skills, Third Edition (TAPS-3): Word Discrimination, Renee got a score of 60 which is in the Very Low range, and for the Phonological Blending subtest Renee got a score of 60 which is in the Low range. Auditory processing is a normative weakness.

ACADEMIC ASSESSMENT REPORT:

Please refer to teacher report for Academic Testing results.

SUMMARY:

Renee was referred for an assessment as part of a comprehensive triennial evaluation. The purpose of this assessment was to determine areas of strengths and weaknesses related to the referral concerns, achievement, performance, or both, relative to Renee's age, intellectual development, and/or California state grade level standards. This information will also be used to provide information useful in further educational planning. Renee a 21 year, 8 month old female enrolled at Central Continuation High School.

Review of records indicates that Renee originally entered Special Education on 01/26/2001. She has a current IEP with a primary area of eligibility of Autism (AUT). According to her IEP, Renee's diagnosis of autism, and symptoms related to it (e.g. deficits in social skills, communication and difficulty with some transitions) impede her ability to access the curriculum without specialized /individualized instruction complete with appropriate accommodations and modifications.

Results of psychological testing indicated low scores in the areas of Verbal Comprehension, Perceptual Reasoning, Working Memory, and Auditory Processing.

RECOMMENDATIONS

In order to qualify for special education a student must meet one of the thirteen federally mandated criteria. These include autism, deaf-blindness, deafness, emotional disturbance, hearing impairments, intellectual disability, multiple disabilities, orthopedic impairments, other health impairment, specific learning disability, speech or language impairments, traumatic brain injury, and visual impairments including blindness. The results of this assessment will be brought forward to the IEP team for consideration and final eligibility will rest with the IEP team. The following criteria will be considered:

ELIGIBILITY CONSIDERATION:

Characteristics Associated with Autism:

The following information is based upon current assessment data considered by the IEP team in making the final decision to establish eligibility pursuant to CCR, Title V, Sec. 3030. Callista meets the criteria for characteristics often associated with Autism:

1. The student exhibits a developmental disability that significantly affects all of the following areas:
 - _ Verbal communication,
 - _ Nonverbal communication, and
 - _ Social interaction
2. The student may exhibit the following characteristics often associated with autism (one or all).
 - _ Engagement in repetitive activities
 - _ Engagement in stereotyped movements
 - _ Resistance to environmental change
 - _ Resistance to change in daily routines

- _____ Unusual responses to sensory experiences
3. The student's developmental disability adversely affects educational performance
- _____
4. The adverse effect on the student's educational performance is not primarily due to an emotional disturbance.

(Source: Title 5, California Code of Regulations, Section 3030(c))

RECOMMENDATIONS FOR THE EDUCATIONAL SETTING:

- Final Eligibility and Recommendations rest with the IEP team.

Respectfully submitted,

Adriana San Millan

Adriana San Millan
Bilingual School Psychologist

Date

REFERENCES

Test Score Interpretation Key

For most measures administered, scaled scores may be considered in the average range if they fall between 7 and 13 with a scaled score of 10 being right at average. A student's score should be considered an indication of his/her ability but may be affected by various factors. Percentile scores indicate approximately how many students out of 100 may be considered to be functioning at a higher or lower level than the student being assessed. (For example, a student at the 50th percentile may be considered to be functioning at the "dead" average range, with half of the equivalent population by age or grade functioning at a higher level and half at a lower level.) Percentiles within the average range vary from 16 to 84. Following is a key to interpretation of standard scores for cognitive and perceptual processing tests:

Standard Score Range	T-Score Range	Scaled Score Range	Classification
130 and above	70 and above	17-20	Very High
120-129	63-69	15-16	High
110-119	57-62	13-14	High Average
90-109	43-56	8-12	Average
80-89	37-42	6-7	Below Average
70-79	30-36	4-5	Low
69 and below	29 and below	0-3	Very Low

Classification Ratings Corresponding to Standard Scores (SS) and Percentile Ranks (%)

<u>Very Low</u>	<u>Low</u>	<u>Low Average</u>	<u>Average</u>	<u>High Average</u>	<u>High</u>	<u>Very High</u>			
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SS:	70	80	90	100	110	120	130		
%:	2	9		25	50		75	91	98

*** Note: Social-emotional testing is an exception to the above classification system. Higher scores generally reflect areas of greater concern.